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FOSS HALL

THE GIFT OF
MRS. ELIZA ADALINE FOSS DEXTER
OF WORCESTER, MASS.

COLBY COLLEGE, WATERVILLE MAINE



MRS. ELIZA ADALINE FOSS DEXTER.

COLBY COLLEGE

An Account of the Laying of
the Corner-stone and of the
Dedication of Foss Hall, to-
gether with a Description of
the Building : : : : :

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WATERVILLE, MAINE, 1906

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FOSS HALL—THE GIFT OF MRS. ELIZA ADALINE FOSS DEXTER

On Tuesday, September sixth, 1904, at one o'clock in the afternoon, ground was broken for Foss Hall,—a dormitory and home for the women of Colby College. The formal exercises included a brief speech by President Charles Lincoln White, the turning of a spadeful of earth by Miss Grace Ella Berry, Dean of the Women's Division of Colby College, and prayer by Rev. Edwin Carey Whittemore, D. D., Pastor of the First Baptist Church of Waterville.

President White spoke as follows:

"This building is the gift of Mrs. William H. Dexter, of Worcester, Mass., and is to be called Foss Hall. May all who study within these walls learn the lessons of industry which Mrs. Dexter's life so nobly teaches, and attain that high plane of Christian character which their benefactress possesses."

LAYING OF THE CORNER STONE

On Thursday afternoon, October sixth, 1904, a large assembly, including many delegates to the Baptist State Convention then in session at Waterville, gathered to witness the laying of the corner-stone of Foss Hall. President White presided over the exercises.

After prayer had been offered by Rev. A. R. Crane, D. D., President White read the following letter from Mr. Dexter:

WORCESTER, MASS., Sept. 30, 1904.

My Dear President White:

Mrs. Dexter and I have received with pleasure your invitation to attend the laying of the corner-stone of Foss Hall on

October 6th, and we deeply regret that Mrs. Dexter's health will prevent our presence on that happy occasion.

My wife has great satisfaction in the gift which she is making to the young women of her native State, for which she has a great affection. Mrs. Dexter would request that Dean Berry, acting in her behalf, lay the corner-stone. We hope to be present in Waterville when the dormitory is dedicated.

Very sincerely yours,
WILLIAM H. DEXTER.

After Dean Berry, in accordance with the wish of Mrs. Dexter, had laid the corner-stone of the building, Hon. Percival Bonney, LL. D., President of the Board of Trustees of Colby College, delivered the following address:

The Legislature of Massachusetts on the 27th day
JUDGE of February, A. D. 1813, established the Maine
BONNEY'S Literary and Theological Institution "for the pur-
ADDRESS pose of educating youth," and directed that the
income of the funds of the corporation should
be appropriated "in such manner as shall most effectually
promote virtue and piety, and a knowledge of such of the
languages and of the liberal arts and sciences as shall be
hereafter directed from time to time by said corporation."
Later the name was changed to Waterville College, under
which its work was carried on for forty-six years.

On the 8th day of August, 1859, I came here a lad of sixteen, and with fear and trembling took my examinations before Professors Foster and Hamlin and Tutor H. W. Richardson, all scholarly and impressive instructors who have passed into rest. Those were the days of small things. President Champlin, with four professors and one tutor, constituted the faculty, but the latter for financial reasons was discharged from service before the close of my college course. The buildings consisted of Champlin Hall and North and South College,—three in all. The recitation rooms, with two exceptions, were partly under ground in the basement of what is now Champlin Hall. Prayers were held at six o'clock in the morning, imme-

diately followed by the early recitation. The students, at the sound of the bell, tumbled hastily out of bed, and with equal haste rushed into the chapel, with dishevelled hair, with unwashed faces, without vests and almost literally like

“Diddle, diddle dumpling, my son John,
With one stocking off and one stocking on.”

In such a plight, so conducive to a devotional spirit, they gazed upon the countenance of the venerable Doctor lighted up by the dim blaze of an oil lamp on the desk before him, and listened to his reading from the Book of Life, and joined with him as fervently as the circumstances would permit while he invoked upon us the blessing of Almighty God. But a change has come. Progress has been made in the conduct of chapel exercises, as well as in many other ways.

The courses of study were simple, and consisted in the main of Greek, Latin and Mathematics, with a smattering toward the end of the course of French, German, Geology, Chemistry, Ethics and Intellectual Philosophy. The college was engaged in the great work of laying foundations; it did not pretend to educate young men for any particular profession or business. It was believed by those in authority here, as elsewhere, that the careful and accurate study of Greek, Latin and Mathematics, afforded the best mental discipline to fit young men for any profession or other occupation in life; that the great purpose of the college was to lay the foundation,—not so much that the boys should acquire information or become versed in specialties as that they should form the habit of patient and accurate thought, the power of generalization as well as analysis, and facility, accuracy and conciseness in the expression of their thoughts. It is an interesting question among thoughtful educators today, whether under the present system of multifarious and elective studies, better scholarship or a more useful education is acquired than under the old. One thing is true, the old system produced some of the mightiest men in English and American history, which fact is evidence of the efficiency of the old education.

But since my college days great changes have occurred not only here in Waterville, but in methods of business, education, and in the world's demands.

The Kennebec still runs toward the sea; the campus is no more beautiful than on that August day when I first passed along its shaded walks; but the three inexpensive buildings have grown into eight; the library has increased from 9,000 volumes to 42,000. In my day the gymnasium consisted of a horizontal bar attached to two perpendicular posts driven into the ground, and a swinging rope tied to a high limb of a tree on the north part of the campus. Football and baseball were games unheard of in my day. But since then the rising demands for physical culture have caused the erection of a well equipped gymnasium; and three scientific laboratories bear witness to the growing necessity of scientific and technical education. Life's conditions have changed, and the colleges have from time to time revised their courses of study to conform to the changed conditions. As it is utterly impossible for any man of today to follow the mode of life of his grandfather, so it is impossible for an educational institution to thrive which follows the educational methods of fifty years ago. The college which so conducts its affairs, however beneficial those methods were in their day, will soon be compelled to close its doors for want of students, who recognize the demands of the strenuous life we are living, and will seek more enterprising institutions in which to prepare themselves for the duties and responsibilities of life. Accordingly, the courses of study here have been enlarged and enriched, so as to meet the requirements of this new and vigorous age.

But other changes have taken place. For fifty years after the incorporation of this college, men only were enrolled as students. When I entered college about one hundred students were registered, but when I left in 1863 less than sixty were in attendance. The college continued with decreasing numbers, notwithstanding the increase of endowment, for nearly ten years. Extraordinary efforts were made to enlarge the register of students, but with little avail. Attention was directed to the fact that wider avenues of employment for women were opening on every side; that there was increasing need of collegiate education for women; and that the number of students could be increased by the admission of women; but the trustees hesitated. The good people of America,

imbued with the medieval notion that the only place for a woman was in the kitchen or the nursery, could see no earthly reason for any woman's desire for a college education. I do not believe in what is sarcastically termed the "new woman," but I do most emphatically favor the uplifting of the old. I never could see any sense in the idea that in any woman, the maternal instinct would be any less sensitive, or that the training of her children would be any less effective, or that she would make any poorer bread, because of the fact that she *knew something*.

In the winter of 1859-60 I taught a village school in one of the most thrifty towns in the State. It was the home of one of the brightest young men in the college, whose brilliant sister, about two years younger than himself, had prepared for college with her brother in the schools of the town. She desired to enter upon a college course, but no college for women had yet been established anywhere; and the doors of every college in New England and in the seaboard states were closed against her. In order to satisfy her ambition for a higher education, in the fall of 1859 she left her native town and entered Oberlin College, the nearest college which admitted women, seven hundred miles away, and in the State of Ohio; a college famed for its liberality and Christian spirit. So far as I know she was the first woman from Maine to enter any college. Her departure from home was the cause of more talk in the country store of the village than any event which had happened for years. Not a word of encouragement or approval came from any of those wise men who discoursed upon the uselessness and extravagance of such an undertaking. That woman after several years of successful teaching became the wife of a distinguished graduate of this college, and for several years has spent her time in literary work as a maker of books.

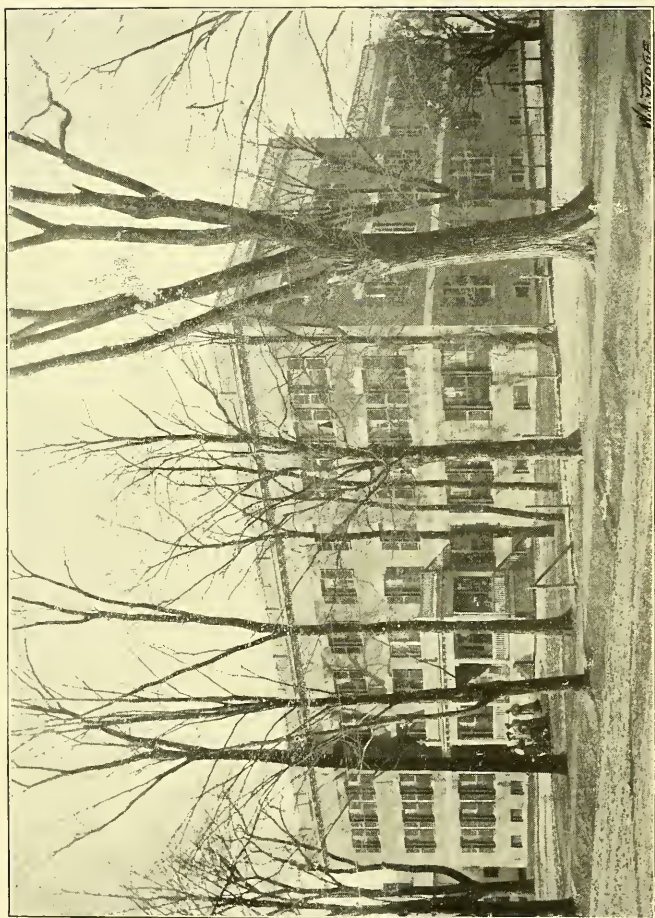
Since then conditions have changed rapidly and extensively. At that time the sphere of woman was circumscribed and limited. Now new doors of employment are open to her. The interests and occupations of women have been multiplied during the last forty years. Gates that then were barred against her are now wide open. She is to be found in stores, offices and

counting rooms, in medicine and the ministry. Then she taught the small children in the summer primary schools; now she is sought in the higher positions in the seminary, academy, high school, and the winter term in the rural districts. The managers of the secondary schools demand college graduates as instructors. The colleges have responded to the popular demand. Four great institutions of learning for girls only have been established,—Vassar, Wellesley, Smith and Mount Holyoke; while in New England, the doors of many of the old colleges have been opened to them. Women in some relation can be found in Bates, Colby, the University of Maine, Harvard, Tufts, Boston University, Brown, Wesleyan and Yale, in the latter of which several graduates of Colby have pursued postgraduate studies with honor to themselves and their college. Bates was the first to open its doors in 1863, while Colby responded to the popular demand in 1871.

New conditions demand new methods. New conditions require new and enlarged courses of study; and new conditions have demanded that a broader definition be given to the word "youth" as contained in the original charter of Colby College, than that given by the founders. The young women are flocking to the doors of the higher institutions of learning, and are seeking recognition and an opportunity for the improvement of their intellectual powers. More than four thousand of them are now pursuing studies in the colleges of New England. Are we to stifle their aspirations or throw obstacles in the way of their realization? Shall we compel the young women of Maine who have these aspirations, to go to other states at increased expense in order to gratify them?

I glory in the longings of any person, black or white, bond or free, man or woman, boy or girl, for a better, stronger, more cultured and useful life. I rejoice in every movement which brings those high longings and aspirations to a successful consummation.

We thank our venerable and philanthropic friend, Mrs. Eliza Adaline Foss Dexter, for the great gift she has made for the comfort and convenience of the young women of Colby, as well as for the cause of education in general. The construction of this building, whose corner stone has just been placed in



FOSS HALL.

position, renders the existence of the woman's college certain, continued and permanent for all time; and is another step in carrying out the plan of the trustees to establish here in Waterville a separate and independent college for women, as soon as circumstances will permit. And may this,—Eliza S. Foss Hall,—its first educational structure, prove an everlasting blessing to the generations of young women who in years to come shall enter its portals and here prepare themselves for the great work of life.

In order that the design of the trustees may be fully carried out, money is needed for the construction of a recitation hall and other buildings and for the creation of an endowment fund.

Dr. Ricker of sainted memory was accustomed to say that, if a fund for any object could be once started and its purpose frequently brought to public attention, it would grow. Up to the present time no one has given a dollar for the establishment of such a fund. But I hold in my hand a check for one thousand dollars payable to the order of the treasurer, which the donor, a good and noble sister, directs "shall be set aside as the beginning of a fund for the woman's college, the income only to be used for the benefit of said college." She makes this gift not only for the promotion of the higher education of woman but as a challenge to others to make additions thereto.

DEDICATION OF FOSS HALL

The formal presentation of Foss Hall to the Trustees of Colby College, and its dedication to the interests of the higher education of women in the State of Maine, took place on Monday afternoon, June 26, 1905. The exercises were held in the spacious dining-room of Foss Hall.

After prayer had been offered by Rev. George Bruce Nicholson, Rector of St. Mark's Episcopal Church of Waterville, Mr. William H. Snyder, A. M., of Worcester, Mass., delivered the following address:

MR. SNYDER'S ADDRESS Eighty-seven years ago the sixth day of next month was established here upon the banks of the Kennebec the Maine Literary and Theological Institution, which through the varied vicissitudes of its growth has developed into Colby College that we know today. That was, indeed, a memorable occasion in the history of this beautiful city, but I believe that hardly less memorable in the years to come will be the occasion for which we are assembled this afternoon. Today we dedicate the first building that has ever been erected in New England north of the boundaries of Massachusetts for the purpose of the higher education of women. A new era in educational progress for northern New England begins today. It is, indeed, true that since 1863 it has been possible for a woman to obtain a college education in this State, but there has been no suitable provision made for her care or comfort. Thanks to the generosity of the noble woman who sits beside me, this will no longer be true. This beautiful and commodious building, equipped with all the conveniences which a young woman ought to desire, cannot fail with its beautifully appointed dining room, light and cheerful halls and cosy rooms, to inspire anew in those who live within its walls a love of the beautiful, the useful, and the homelike. Refinement and culture are things that cannot be imparted by books or lectures. They are the product of imperceptible assimilation from environment, and it will be the function of this inanimate building to enable taste and womanliness to attain under inspiring conditions their full fruition. That this building may be a factor in the development of the well-bred as well as the well-read woman, has been the inspiration and hope of all those who have been in any way connected with its erection.

In order to realize the full significance of this occasion, it may be well to trace briefly the progress that has been made in the education of women. Although the founders of New England showed an unprecedented zeal for education by the founding of Harvard College in 1636, almost before the colony could have felt that its own establishment had become secure, yet this zeal for education was entirely directed to the education of men. The feeling of the colonies in regard to the

education of girls may be inferred from the ruling made in 1684, for the Hopkins Grammar School at New Haven, Ct. It was as follows: "And all girls be excluded as improper and inconsistent with such a Grammar school as ye law enjoins and as the Designe of this settlement." Benjamin Mudge writes: "In all my school days, which ended in 1801, I never saw but three females in public schools in my life, and they were only in the afternoon to learn to write." In 1773, David McClure writes in his diary: "Open school, consisting the first day of about thirty misses. Afterward they increased to seventy and eighty; so that I was obliged to divide the day between them, and one-half came in the forenoon and the other in the afternoon. They were from seven to twenty years of age. * * * I attended to them in reading, writing, arithmetic and geography principally. This is, I believe, the only female school (supported by the town) in New England, and is a wise and useful institution." This school was located in Portsmouth, N. H.

There were at this time a few private schools where girls could obtain the rudiments of an education and in some even as much as the boys who entered college, but female education was indeed in a rudimentary stage. So recent has been the demand for the education of girls that the great girls' high school of Boston did not until 1878 provide sufficiently advanced courses to prepare girls for college. In 1833, Oberlin College in Ohio opened its doors to women and inaugurated that policy which in succeeding years has been followed by so many colleges of this country that at the present time out of the nearly 500 institutions considered of college or university grade which are under Protestant control, eighty per cent. admit women as candidates for degrees. Mount Holyoke, in many respects the pioneer institution for the higher education of women, was opened as a seminary in 1837, was chartered as a college in 1888, and only twelve years ago was organized into a full college. Vassar, the first institution of full college grade to be established for women, was founded but forty years ago. Since then there have been established thirteen distinct institutions of college grade for women.

Although co-education seems to be firmly established in

some parts of our country, though nowhere else in the world, there are certain sections even here, where its foothold has never been secure. In 1888, women were excluded from undergraduate courses of Western Reserve University, although they had been previously admitted. The university immediately provided for them by establishing a college for women in close proximity to the university and under its charge. Tulane University, at New Orleans, had established a somewhat similar affiliated college for women two years earlier. Thus came into existence another method of providing for the higher education of women and one which has since been adopted by Harvard, Columbia and Brown. All three of these methods have their advantages and disadvantages and local conditions must to a large degree determine which is the best. The question as to whether it is best for women to be educated and whether mentally and physically they are capable of acquiring a college education, has ceased to be a matter of controversy. The question, however, as to the kind of education best suited for the development of the highest ideal of womanhood and as to the best methods to be used, is one, the careful consideration of which has but just begun. The development of the higher education of woman is the only great contribution to education that America has made. Our ideals for the higher education of man have come almost intact from the continent of Europe. In the education of women alone we have shown real initiative and are adding something of value to the educational progress of the world. Hamilton Wright Mabie said in a recent address: "This is the day of the trained man and of the trained woman. Recent events have shown that it is the man behind the gun that counts. Germany has proved conclusively that it is training which achieves both in war, in industry and in commerce." She stands first today in the training of men. The highest claim we can possibly make for ourselves is that we are on a par with other countries in this matter. If the pre-eminence of this country is to be maintained after its natural resources have been somewhat exhausted, it will be because the best trained race has been developed here. And this will be developed only when women, the rearers, trainers, comforters and inspirers of generations

past and to come, have here been enabled to develop the highest ideals of womanhood.

Colby's relation to the education of women can be briefly stated. In 1871, some fifty odd years after its foundation, women were allowed to enter under the same conditions as men. This arrangement continued for nineteen years, until in 1890 the present arrangement of coordination was inaugurated.

In but few localities in New England has co-education flourished. The young women as soon as their numbers began to approach those of the men have been regarded by many of the men as interlopers and the relationship of the men and women student bodies has not been harmonious. This dislike that men manifest to the presence of women in their classes and to their participation in the life of the college, although at first sight it may appear boorish and unmanly, will, I believe, upon closer inspection be found to be due to an inherent and persistent sentiment of mankind. This sentiment is one which, although certain forms of its manifestation may be crude and objectionable, we do well to recognize and give due value to. It is probably true that in our Western states where the country is new and the population more scattered, where life in the open and the exhilaration of mutual achievement that is obvious bind men and women together in common fellowship, the swing of surging external life makes possible a feeling of general kinship and hearty good fellowship between the sexes, which the slower motion and more introspective life of the longer settled communities does not stimulate. The zest for comradeship between men and women inherent in the desire to develop properly the common interests of growing communities is not present in the older settlements. Here the community of interests between men and women is due to the inspiration of that happy ideal which floats before the eyes of every right-minded young man or woman, and the realization of which produces that noblest institution outside of Paradise—the Christian home. In this form of fellowship there is no class competition, there are no flunks to be criticized, no forced association even for a few hours of the day with those of the opposite sex who are not agreeable. Rivalry

with women, competition with women, business dealings with women—these are distasteful to the average young man and these are the things which he often feels make up the relations between the two sexes in the co-education college. The association of men and women *en masse*, except for the attainment of some common good in which there is no individual advantage to be gained, has never proved attractive. There are few, if any, strong societies or associations composed of both sexes. There has always been an idealization of the relationship between the two sexes, the charm of which never fails, provided that when the time of attrition comes they are in such close companionship that what would have once produced friction now but furnishes heat sufficient to melt the two souls into an alloy stronger and more beautiful than either of its constituents.

The form of education for youths, the limitations of which are entirely different from those of co-education, is that of the separate college for men and women, the monastic idea. This is the educational plan most followed in New England, and on the continent of Europe. Although without consideration this might seem to be the ideal method, yet upon consideration it must be acknowledged to be artificial in the extreme. Men and women are supplementary to each other and the ideal life is where they can freely mingle without competition and learn without artificiality the inherent strength and weakness of each other. Young men when massed by themselves and subjected to little but their own society tend unavoidably to rudeness and a disregard for the proprieties of life. Roughness and uncouthness develop to an extent that the occasional association with the family and the life of the home does not eradicate. The views of and the feelings toward the opposite sex also are very liable to become perverse, morbid and abnormal. What is true of the men is also true in another form of the women. There is likely to be developed in the women of the woman's colleges either prudishness or an entirely frivolous and unwholesome idea in regard to men. Men are associated with only at college functions or on vacations, when sentimentality, inane suavity, with the accompanying small talk and superficial observations make up the require-

ments of society. There is no purpose in anything. Life is being played, not lived. Neither comes to know in what the real life of the other consists or its underlying strength or purpose.

The third method in education is the one Colby has marked out for herself. She is endeavoring to establish side by side two independent yet mutually related colleges, where young men and women can be trained independently of each other, where there will be no distasteful competition, no forced association *en masse*, no community of interest except such as is mutually desired, and yet where young men and women imbued with the same lofty aims and inspired with the same high motives, may be brought into close relation to each other and learn to know and be known in a normal way—thus mutually supplementing the lives of each other and naturally developing into full and well-rounded characters.

The statistics gathered by the Association of College Alumnae show pretty conclusively that the health of women students is not materially affected either for good or bad by the acquiring of a college education. The greater strain upon the system and the nervous exhaustion is fully counter-balanced by the more regular hours, simple diet and constant employment which checks that tendency to introspection and its accompanying vagaries. This, however, is not enough. Dr. Weir Mitchell said some years ago: "Today the American woman is, to speak plainly, physically unfit for her duties as a woman and is perhaps of all civilized females the least qualified to undertake those weightier tasks which tax so heavily the nervous system of man. She is not fairly up to what nature asks from her as a wife and mother." The college should not only leave the girl that graduates from it as well as when she entered, but she ought to be physically built up during her course. An educated bunch of nerves is not a woman. The curriculum of a college for women should be planned with special reference to the health of the students. Proper exercise, care and regulation of life should have the first consideration. The bell summoning to recitation should not be more regular and mandatory in its call than that which summons to the out-of-door recreation, the gymnasium or the hour of quiet rest. The

girl who becomes nervous and worn should be prodded and disciplined just as effectively, although in another way, as the girl who is failing in her studies. The college that produces sane, normal, healthy, cultured women has proved its right to exist and none other has. The sort of care needed cannot be readily exercised if men and women are in the same classes.

In this age, when combat with the forces of nature is becoming less fierce and apparent, it is necessary that there should be especial ruggedness and forcefulness in instruction. The physical effeminacy of many a young man for whom the necessity of physical labor has been largely eliminated by the so-called conveniences of modern life is liable to become mental effeminacy unless his fibre is stimulated and made sturdy by drastic and ruggedly forceful teaching. He needs sharp, vigorous, compelling instruction, which strikes with the force of a bludgeon and makes his fibre wince and which calls for all the stamina he can summon to stand up against it. The teaching, however, must not be brutal but must be governed by a refined appreciation of the student's needs and a strong inherent sense of justice. The discriminating adjustment of force and kindness it is next to impossible for a teacher to maintain if all his work requires the same amount of strenuousness. He must be able to relax or he will become a martinet. The same forcefulness is not needed with women. They are, as a rule, more conscientious about their work, and much more easily affected by censure. Their perceptions are more acute and the same sledge-hammer blow that would be necessary to open the skull of a boy to certain truths, if used with them would cause nervous disintegration. With girls the tendency of the teaching is to become forceless and to supply the spur in the form of exasperating pettiness. Minute exactness and fussy nicety are likely to become the tests of efficiency. Society has ever shown a desire to balance those evanescent qualities which are termed manliness and womanliness. When the distinctively manly qualities were harshness, severity, pugnaciousness and sturdy wilfulness, those of the women were submissiveness, gentleness, winsome affection and superficial accomplishments. The times have changed, however. The men of today have become less masterful, less rude. If the

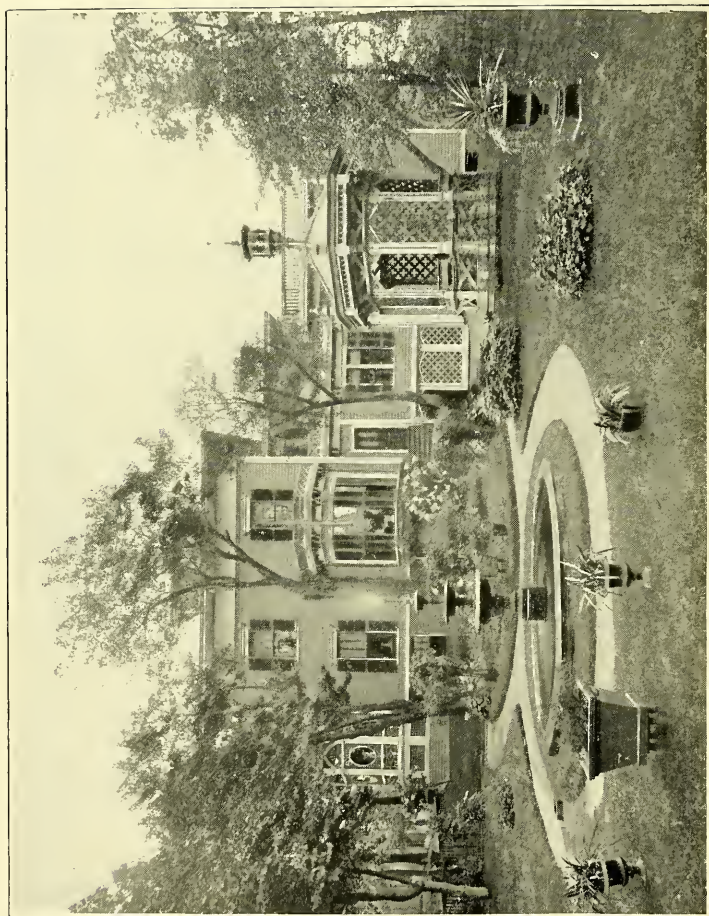
norm is to be maintained, the women must become more forceful, more mentally dominant. The day of the easy-going polishing school is of the past. Mental and muscular fibre, not adipose, must be the present aim in woman's education. It is well, therefore, that our educators should meet both men and women in order that they may not go to extremes in forcefulness or forcelessness, and for men and women to meet the same instructors in order that they may not be over-brow-beaten or under-stimulated, and this is what the affiliated college accomplishes.

Financially, the affiliated college is more advantageous than the separate institution. The subjects that must be taught, today, are so diversified that every successful college must maintain a large corps of instruction. If the college is of comparatively small size, some of these teachers are not fully employed. Since as a rule men and women are not attracted by the same subjects, the men choosing the sciences and the utilitarian subjects, while the women choose language, literature and the culture subjects, there is in the case of the affiliated colleges an adjustment established between the work of the different instructors which gives to all an equal amount of labor and with a minimum amount of expenditure on the part of the college produces a maximum amount of productivity. Even though the tendency of the age which appears to be to reward those who perform certain kinds of manual labor, higher than the teacher's and preacher's and some of the other so-called learned professions, should force the affiliated college to put in specialized courses so that the educated woman may be fitted to obtain the larger remuneration given to the adept cook or housekeeper, instead of the small salary of a teacher, this will add but little expense and can be readily provided. It is even possible that the tendency toward high wages to the manually employed and low wages to the teacher may cause such a modification of our college curriculum for women that the ideal woman of the future according to every standard will be the college woman, the woman who is physically strong, who is cultured, who knows her race, who is willing to work with her hands, who does not fear to be called domestic, to whom society and clubs are inferior to family, and who will blend

the beautiful characteristics of the old-fashioned and the new-fashioned woman into one indescribable harmony of feminine loveliness.

This beautiful building stands not a monument to pampered tastes and idly folded hands, but to persistent, well-directed industry, to conjugal unity of purpose and a long life, through all the vicissitudes of which the ideal seen by the girl in the ardor of youth never became obscure. In this, as in most other cases of large philanthropy, the giver has had an all-absorbing purpose in living, which has dominated the life and crowded into obscurity many of those embellishments which weaker natures make the aim of existence. Life has been full and rich, not on account of the good things that have come into it, but on account of the purpose within, which held it true to its highest vision. The advantages that Mrs. Dexter as a girl could not enjoy she determined that through her the coming generation should be able to enjoy, and nobly has she held to her purpose. Girls now unborn will rise and call her blessed, and the name of her beloved father coupled with her own will descend in loving remembrance throughout the future history of her native State which she so dearly loves. Graceful and tall, perfuming the air with its sweet and health-giving aroma, our glorious pine, emblem of this grand old State, lives from youth to old age, carpeting with fragrant down the rough place of its birth and making a smooth path for those who seek its shade, but asks naught for itself except the soil for its roots and the smile of God's sunshine for its head. Absorbed without ostentatious display in giving pleasure to others and accumulating to itself a goodly supply of material, which, when the woodman's axe shall lay it low, may still be of service to humanity, it lives its life of usefulness. So she, whose generosity has brought us here, has grown, lived, and stands today with sound heart, ringed about with the thrifty growth of years of self-forgetting toil, and ready, when the Master's call shall come, to give her life's full measure of devotion.

May the joy which you today, by the presentation of this noble building, have given to all friends of the higher education of women, well back into your own heart and make it full of peace and happiness and gratitude to God, that He has crowned



RESIDENCE OF MR. AND MRS. WILLIAM H. DEXTER, WORCESTER, MASS.

your life with such great usefulness and has allowed you to live to see the desire of your heart fulfilled.

At the conclusion of Mr. Snyder's address, Mrs. Eliza Adaline Foss Dexter, donor of the building, made formal presentation of it to the College through the President of the Board of Trustees, Hon. Percival Bonney. Mrs. Dexter then said:

MRS. My Dear Friends: I am very grateful that my life has been spared to be present here today to witness the dedication of this beautiful dormitory. **DEXTER'S** I was born in the State of Maine, and it is the dearest **SPEECH** part of the earth for me. I love every part of it, and especially the town of Wayne where I was born. It is a source of satisfaction to me that I have been able to erect and give to Colby College this Foss Hall, and that Waterville is so near my early home. My father was a noble man, and I am very grateful to my parents for the loving and careful training that they gave me.

Every dollar that has been given for the erection of this building has been earned by myself. When I was a girl it was impossible for me to get an education. I left home while very young, and have always intended to provide a home for other girls in Maine, that they might have the education which I could not get when young. I am very happy to have this building called Foss Hall; and I give it with my love and prayerful interest to Colby College, to help in the education of the girls of my native State.

Judge Bonney's speech of acceptance for the College was as follows:

JUDGE My Dear Madam: The agreeable duty **BONNEY'S** devolves upon me at the present time to receive **SPEECH** from its generous donor the keys of this beautiful and useful building. I accept these keys as **OF** the representative of the trustees of Colby **ACCEPTANCE** College who now fully assume its custody and control. I need not assure you that the trustees not only accept the trust, but that they will execute the same for the beneficent purposes which stimulated the gift, while the

sanctity of the trust has been increased by the statement just made by you, that this great gift is the result of your own industry.

The College and its tributary academies are highly indebted to benevolent women for assistance in the great work committed to them. In 1887 Mrs. Catherine L. Wording, the widow of a distinguished son of the College, erected Wording Hall for the Ricker Classical Institute at Houlton and by her will left a legacy of \$5,000 to Hebron Academy. In 1900 Mrs. Phebe R. Sturtevant built the magnificent home at Hebron, and in her will she provided a legacy of \$150,000 which has been paid. And now another great-hearted woman has provided means for the erection of a dormitory for girls' use in Waterville for the promotion of Christian education.

The trustees of the College desire at this time to extend not only their gratitude for the addition of another structure which will add to the comfort of young women who are pursuing collegiate studies here, but their congratulations to you who saw the need and who now in your life time can enjoy the high pleasure of seeing that need fully met and supplied, and of knowing that your own act will bring benefits and comfort to generations of young women, who in the future will enter the doors of this elegant and convenient home.

May God continue to bless you, and may others learn the long established but often unappreciated fact that it is more blessed to give than to receive.

Therefore in behalf of the trustees of the College I accept the gift, and here and now dedicate this building to the two great purposes which in the conduct of man should always move along together, the honor of God and the service of humanity.

After Judge Bonney's speech of acceptance, Mrs. Dexter's husband, Mr. William H. Dexter, spoke as follows:

My dear friends, it is with great pleasure that
MR. Mrs. Dexter and I have come to your beautiful city
DEXTER'S to be present during the exercises of Commence-
SPEECH ment week and at the dedication of this beautiful
 building. My wife has always had a great love for
 her native State and long cherished the hope of making a gift
 like this.

I have examined with the contractor this building, and am delighted with the care and foresight with which it has been planned and with its beautiful location. We are fully satisfied with its construction and with the splendid results which have been achieved.

This is a very happy day for Mrs. Dexter and for myself, and we trust that the blessing of God will rest upon this building and that it will be very helpful to many generations of students.

Hon. Horace Purinton, Mayor of Waterville, in the following address voiced the appreciation of the citizens of Waterville for the generous gift of Mrs. Dexter:

Mr. President and Friends of Colby College:
MAYOR I should not be performing my full official duty,
PURINTON'S if on this occasion I did not speak a few words of
SPEECH appreciation of the gift of the building which we
dedicate today. It is a gift to the College but it
is located in our beautiful city and it is of the benefits coming to
the city that I wish to speak.

From our early history as a town and city, the College has had a large influence in giving to the city its present high regard for the principles which make for good citizenship and high moral purpose. In the early days, the teachers and officers of the College with their families had a large part in shaping the policy of the town in its material affairs as well as in its educational and religious interests. This influence has always been exercised towards a higher standard of citizenship, with a constant regard for the moral condition of the city.

The records of the municipality during its whole history, up to the present time, almost continuously bear the names of those who were the founders of the College and identified with its interests, and our religious, charitable and social organizations have been promoted and largely sustained by the men and women connected with the College and Institute.

These later years have seen a remarkable growth in the city and an addition to our population of people of many different nationalities who have brought with them customs and habits somewhat different from our New England ideas, and for this

reason the atmosphere of refinement and culture which the college element supplies is of special value to the city.

This gift, as has been said, marks with greater significance the fact that women here at Colby are to receive equal opportunities with men for fitting themselves for the duties to which the present tendencies of our time will lead them.

Therefore, I want to express to you, Mrs. Dexter, the giver of the building, for and in behalf of the people of the city, our thanks for the honor conferred upon the city in placing in our borders this building dedicated to the use of those who may come here in all the years to come, to gain such knowledge and training as will make them better women and more useful to the world and generations in which they live; and so far as we may be able, we will make its environment such as to aid in the great purpose for which the building is given.

The dedicatory exercises closed with prayer by Rev. Edwin Carey Whittemore, D. D., Pastor of the First Baptist Church of Waterville.

At the conclusion of these exercises, Mr. and Mrs. Dexter held an informal reception. Members of the Board of Trustees, graduates of the College, and many other interested friends of Colby were glad of an opportunity to express their gratitude to Mrs. Dexter for her splendid benefaction. Many Colby alumnae were present, and joined the young women still in college in grateful thanks to Mrs. Dexter for a gift so full of promise for the enrichment of the lives of the women of Colby College.



FOSS HALL (REAR).

DESCRIPTION OF THE BUILDING

Foss Hall, the new women's dormitory given to Colby College by Mrs. Eliza Adaline Foss Dexter of Worcester, Mass., is located on the western side of College avenue on the site formerly occupied by the "Dutton House." Foss Hall is a three-story structure built of brick and trimmed with Mt. Holly white brick. Its style is Colonial, with a portico supported by white pillars of the Ionic order. The total cost of the building, completely furnished, is \$45,000.

The main building is 127 feet long and 49 feet wide. The ell which joins the main building on the northern side is 47x34. In the basement is a large room, 34x40, fitted up as a gymnasium. On the first floor a wide corridor runs north and south through the main building, connecting three staircases to the floors above. Another corridor runs east and west in the ell, connecting with the main corridor and the dining room in the northeastern corner of the building. The dining room is 59 feet long and 33 feet wide, and will seat a maximum number of 200 persons.

The remainder of the space on the first floor is devoted to the parlor, the library, the office, the private rooms assigned to the Dean, the hospital and three students' rooms.

The second and third floors are given up to students' rooms, cosily arranged and well lighted. There are baths and toilet rooms on every floor. On the third floor is a society room, for meetings of various kinds, including the weekly meetings of the Young Women's Christian Association. This room is 30x30.

On the first floor in the ell are the kitchen, serving room, pantry, refrigerator, etc. The appointments of this part of the building are excellent. Particular attention was paid to the lighting and ventilation, which is pronounced perfect. A large

range is installed in the kitchen, together with a broiler and oven, with a capacity to feed 200 persons or as many as may be seated in the dining room. A particular delight to the housekeepers who have visited the new building is the serving room with all the latest devices for facilitating the work of serving the food in the best possible manner.

In the basement are commodious storage rooms for vegetables, canned goods and other supplies. There is a place for everything needed in the economy of the institution. There is a large laundry with set tubs to which runs hot and cold water, and adjoining is an ironing room. There is also a toilet room in the basement. Here is located the steam-heating plant with a sufficient capacity to heat every room in the house on the coldest days.

There is an elevator for trunks which runs from the basement to the third floor. All the rooms and corridors are papered with artistic designed wall hangings, and exposed parts of the woodwork are polished.

On the wall at the right of the entrance is a bronze tablet with the following inscription:

THIS BUILDING IS THE GIFT OF
ELIZA ADALINE FOSS DEXTER
DAUGHTER OF PHINEAS FOSS
OF WAYNE HILL, MAINE.

The building was designed by John Calvin Stevens and his son, John Howard Stevens of Portland, and is pronounced a masterpiece of dormitory construction. The building was erected by Horace Purinton & Co., of Waterville.

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